

Listening and responding	Speaking	Reading and responding	Writing
<p>Students will:</p> <ol style="list-style-type: none"> Listen to Chinese idioms and respond with appropriate comments or questions. Listen attentively to speaker during class discussion and cooperative group activities. Listen to mathematical problem solving questions in Chinese and work out the answer. 	<ol style="list-style-type: none"> Students will recite poem 九月九日忆山东兄弟 in Chinese and focus on: <ul style="list-style-type: none"> Voice projection Clarity Intonation Students will: <ul style="list-style-type: none"> Read aloud characters and sentences from the text Participate in role-play using Chinese Present the 'Money' project in Chinese Share viewpoints in Chinese in collaborative activities 	<p>Students will:</p> <ol style="list-style-type: none"> Read Chinese characters, sentences and texts from the text book 澳洲原住民。 Read radicals: 讠、厂、页、阝、广、山 <p>And predict meaning of unknown words.</p> <ol style="list-style-type: none"> Read peer's '原住民' and give feedbacks. 	<p>Students will:</p> <ol style="list-style-type: none"> Copy and write the following Chinese characters: 澳洲, 原住民, 领地, 大陆, 太平洋, 印度洋, 州, 岛屿, 地球, 古老的文化, 生活, 游牧, Conjunction: 连词 由...组成 Students will choose an aboriginal dreamtime story and make it in iMovie in Chinese.

Making Linguistic Connections

- Students will read Pinyin and produce Hanzi.
- Students will learn how the aboriginal people use art as a part of their language.

Moving Between Cultures

- Students will compare the different symbols used in aboriginal language with the Chinese Hanzi symbols.

explores relationships between languages

identifies ways in which meaning is conveyed by the sounds and symbols of Chinese

Moving Between Cultures 2

1.MBC.1 recognises the link between culture and a sense of identity

2.MBC.2 identifies connections between culture and